

Task Force on Teacher Leadership and Compensation Meeting Notes

July 27, 2012 10a.m. – 2 p.m.

Room B100, Grimes State Office Building

<u>MEMBERS PRESENT:</u> Teresa Bellinghausen, Don Zuck, Kent Henning, Duane Magee, Justin Gross, Jodie Graham, David Stoakes, Denny Wulf, Julie Heller, Ann Lebo, Diane Pratt, Kent Mick, Jessica Gogerty, Molly Boyle, Angie Jandrey, Mary Jane Cobb, Tom Downs, Dan Smith, Paul Gausman, Connie Boesen, Carl Smith, Mike Cormack, Isaiah McGee, Mike May

AGENDA ITEM: Opening Activity; Review of Progress; Overview of Legislative Requirements

Expected Outcome	Lead	Follow Up
	Ryan Wise	

Notes:

Ryan Wise started with introductions. Jessica Gogerty lead and an opening activity.

Ryan did a brief overview of where the task force work is to date. Refer to powerpoint. Legislation has officially created our Task Force.

The powerpoint refers to the exact language from the legislature for the Task Force with specific requirements to be met.

Task Force will need to come up with a set of recommendations-

- 1) Duties and responsibilities of apprentice, career, mentor & master teachers
- 2) How to utilize retired teachers as mentors
- 3) Strategically and meaningful uses of finite resources and realignment of resources available
- 4) Mechanisms to increase salaries of teachers who assume leadership positions
- 5) Standardizing implementation of task force recommendations in all lowa schools.

Task force will also propose a peer coaching pilot to expend excellence in teaching. Five current working groups. 1) Compensation 2) Capacity Building 3) Professional Opportunities 4) Stakeholder Engagement 5) Scalability/Sustainability. Ryan proposed a slightly different approach. 1) Compensation, 2) Teacher Leadership & Career Development, 3) Stakeholders, Scalability and Sustainability. Merge Capacity Building and Professional Opportunities due to overlap of work. Also merge Stakeholder and Scalability/Sustainability and absorb the implementation component.

Emerging ideas from each group:

Compensation- Effectively compensate teachers; elevate compensation to a competitive level, compensation for teacher leadership roles. Market based system for pay.

Teacher Leadership & Career Development-recruiting and promoting excellent educators, support piece to collaborate, creating the opportunities to share expertise, engage collaborative relationships. What are specific recommendations to report?

Stakeholders, Scalability and Sustainability:

Stakeholder engagement creating understanding in the field. Quality implementation

The task force has an opportunity to learn from Eagle County today. The second half of day will provide time to work in sub-groups then gather to share ideas.

Jason said peer charge to us was to come up with model. Legislative mandate is coming regardless.

Question: Regarding peer review is that going to be the same recommendations to use with 2nd & 3rd year of cycle? Director Glass said the charge is to come up with model that might work and see if we can have someone try it out. Purpose of group is to develop a pilot.

Question: What kind of process for final recommendations? Ryan stated sub committees will report back to whole group and then reach consensus.

Director Glass introduced Eagle County Superintendent Sandra Smyser and Traci Wodlinger the Director of Professional Development.

AGENDA ITEM: Eagle County Presentation; Question and Answer Session

Expected Outcome	Lead	Follow Up

Notes:

Sandra said this is a noble journey about student achievement. Don't lose sight of that. Increase the quality of teacher's and student will achieve.

Eagle County has 6500 students spread over 1700 miles, geography is a challenge. Half of the district is Hispanic ELL students.

A timeline of implementation was shared refer to powerpoint.

01-02 school year- mill levy passed planning begins. Eagle County looked at several models and landed on the TAP model because this model had multiple components.

02-02-5 schools joined

03-04 5 more schools joined

04-05 final five schools

Oct. 2006 Incentive fund grant for teacher compensation

March-June 2007 67% of district admin leaves

07-08 hired interim superintendent

08-09 new and current superintendent

This was a local school board decision for them.

Very small was percentage of staff for TAP program.

30% of teachers are active in the bargaining unit

Focus is always about student achievement. Pay more to "superstar teachers" firing those that shouldn't be teaching.

Teachers became interesting in becoming better teachers.

Student achievement data was shared-refer to powerpoint.

Poverty and non-poverty level students both increased, the gap closing some

Teacher effectiveness since 09-10 has increased. Teachers are trained around the rubric shared in powerpoint.

Extensive PD training for those evaluating teachers. Every teacher is evaluated 3 times a year. Peer review along with coaching is relevant.

Question-How has process work with colleague relationship? Depends on teacher-take action based on self reflection. Some welcome coaching opportunities.

A lot of surveys are taken last year 84% of teachers said this system has made them a better teacher.

Don't plan for worst case scenario. Many opportunities for best case scenario.

Elements for reform: 1. Multiple career paths, 2. Ongoing training 3. Rubric 4. Compensation system

Classroom time for career teachers 100%, mentor teachers 70 %, master teachers 30%. 20% of any building is in a leadership role.

Question: When this model was put in place did you increase FTE's? No FTE increase but class size increase.

Strongly encourage teacher leadership academy.

Principles, mentor teachers and master teachers conduct evaluations.

Average classroom size below 30

How to finance? Culture shift from being forced to support to this is what are teachers deserve.

District trade 1 or 2 more students per class-we will have to make choices and tradeoffs.

What is connection with teacher prep program? Disconnected with prep programs new Colorado state law coming to align state standards.

How did they build capacity to change? Master teachers became the principles. Principle standards and evaluation were developed.

It's about the principle being the instructional leader

Next struggle customizing PD

Is the mentor/master teacher role taking the best out of the classroom? Some of the best teachers do not want to work with adults. It gives teachers a choice. Identify the talent. Individual teacher evaluation scores, student achievement and have to go beyond evaluation and train teachers to be better.

Annual bonus linked to building wide scores. Colorado is trying to figure out individual bonuses.

Eagle County created different structure building wide

Self reflection as a data point was taken out

Model bonuses like National Board Certification process.

TAP built capacity beyond funding

Midyear survey process to make sure career teachers have what they need.

Plan time for mentor to meet with teacher 60 minutes a week for cluster time. Hour per day plan time the teacher can meet with their mentor. Not outside the contract time.

Just have to start you will never get it exactly how you want it. You will have to revise as you learn. Be honest about the things that are not working.

AGENDA ITEM: Working Group Sessions

Expected Outcome	Lead	Follow Up

Notes:

AGENDA ITEM: Subgroup Share-Out and Next Steps

Expected Outcome	Lead	Follow Up

Notes:

Each group shared out the following:

Teacher Leadership & Career Development:

Not force as a top down but allow to be scaled up. Incent Action. Funding with implementation. Major focus on prep programs as we talk about teacher leadership and career development. Suggest moving toward a clinical model. Maybe a process with rigor. Retired teachers should be defined as high performing. Define what is necessary for apprentice, career, mentor & master teachers. Most of the group agreed on these terms it was suggested the term master apprentice teacher may be named that for a period of time. Incentives not only monetary but for might be changed to lead teacher. Group would like to see the TAP model. Suggesting the influence on final reform.

Compensation:

General consensus base pay needs to be significantly increased. Market factor also to be part of compensation package. Discussed leadership roles being compensated in a meaningful way. Performance based pay recommendations- Is it a strategic use of finite resourcestentative consensus was no it is not. Also discussed how this might be funded. More discussion needed regarding resource for funding.

Stakeholders, Scalability, Sustainability:

Question was raised whether to have just one model. Have a model which describes the key ingredient of these systems. Realization communities will tweak models. The idea of a new body or commission to sustain this model. Need a long term plan. Discussed tension between local flexibility and implementation & integrity. How much flexibility? Funding to support. Teacher prep programs. What is different? Defining the role of professional organizations. How do we move beyond the control model?

Eagle County Contact Info:
Sandra Smyser
Superintendent Sandra.smyer@eagleschools.net
Traci Wodlinger
traciwodlinger@ealeschool.net

Agenda will be shaped by online feedback. The next meeting will be in 3 weeks. Changes needed for next meeting would be more time. Also need more information regarding budgets.

Director Glass thanked Eagle County for attending. He also acknowledged the group has more tough questions ahead. Next week's Principal & Teacher Leadership Symposium will have examples of this being done from Iowa and around the nation. He is optimistic we will emerge with recommendations to be proud of but recognizes the tight timeline.